

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):    ☒    ☒    ☐    ☐  
(Check all that apply, if any)    Charter    Title 1    Magnet    Choice

Name of Principal: Mrs. Cindy Franklin

Official School Name: Franklin Phonetic Primary School

School Mailing Address:    6116 E. Highway 69  
   Prescott Valley, AZ 86314-2806

County: Yavapai                      State School Code Number: 6140  
Telephone: (928) 775-6747    E-mail: nilknarf@cabelone.net

Fax: (928) 775-6740                      Web URL: www.franklinphonetic.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

Name of Superintendent\*: Mr. Tom Franklin    Superintendent e-mail: tfrank@cableone.net

District Name: Franklin Phonetic Primary School, Inc.    District Phone: (928) 775-6747

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)                      Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Cindy Franklin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)                      Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 1 Elementary schools  
(per district designation) 0 Middle/Junior high schools  
0 High schools  
0 K-12 schools  
1 Total schools in district
2. District per-pupil expenditure: 6157

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 15
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	30	19	49
K	27	28	55		7	21	24	45
1	26	26	52		8	8	20	28
2	20	29	49		9	0	0	0
3	35	27	62		10	0	0	0
4	22	28	50		11	0	0	0
5	23	26	49		12	0	0	0
Total in Applying School:								439

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
13 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
81 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 18%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	32
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	74
(4)	Total number of students in the school as of October 1, 2009	414
(5)	Total transferred students in row (3) divided by total students in row (4).	0.18
(6)	Amount in row (5) multiplied by 100.	18

8. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 2  
 Number of languages represented, not including English: 1  
 Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 55%  
 Total number of students who qualify: 240

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 19%  
 Total number of students served: 83

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>27</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>4</u> Visual Impairment Including Blindness
<u>29</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>12</u>	<u>2</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>43</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	96%	98%	98%	98%	98%
Teacher turnover rate	3%	3%	4%	4%	3%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

2006-2007 average was estimated - data was pulled from archives through Arizona Department of Education, but 06/07 was not available.

Teacher attendance rates are approximate because it was uncertain whether we were to include special area teachers, part time teachers, etc. On average, our teachers are very attentive and absences are low unless there is severe illness and/or unplanned personal emergencies that arise. During the 09-10 school year, there was more illness than usual (a lot of flu).

Teacher turnover rates are approximate because it was uncertain whether we were to include special area teachers, part-time teachers, non HQ teachers, etc. In general, our teacher turnover rate is very low.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

## PART III - SUMMARY

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Franklin Phonetic Primary School is a charter school founded in 1996 with an emphasis on reading and the arts. We serve children from kindergarten through the 8th grade. Using the Spalding Method as the foundation for our reading and language arts program in conjunction with the Fun With Phonograms curriculum created by the school's founder, we provide intensive phonics instruction beginning in kindergarten. We also place an emphasis on the arts with multiple classes offered in instrumental and vocal music as well as drama and video production. At a time when many of the local schools are cutting special programs due to funding restraints (Music, Art, Physical Education, etc.), we proudly continue to offer these programs as we feel they are important in the overall development of each child.

The mission of the Franklin Phonetic Primary School is to teach all children how to read, spell and express themselves at abilities on or above their chronological grade level. Students will also be able to perform grade appropriate tasks in the areas of math, science, social studies, computer applications, art, music and Spanish.

Reading proficiency is the core goal of our curriculum. From this skill most other academic skills are built. We know from experience that ALL children can learn and be successful if they are given sequential logical instruction. To accomplish this goal we use a strong multi-sensory phonics program that has been proven effective in bringing achievement far above grade level.

Another school goal is to keep families constantly informed about their child's progress and what is going on at school. We wish to make parents and teachers partners in education. The school will provide students who are having difficulty with free after school tutoring by qualified specialists. The school strives to insure that all children meet and surpass prescribed grade level expectations. In our Junior High, core classes will post grades and make them available to parents via the PASS system which enables students and their families to do progress monitoring from home.

Children will learn to study, behave appropriately and value learning as they are taught in an exciting orderly classroom environment. Another mission of the school is to meet the needs of a culturally and economically diverse student body. The school strives to meet the needs of all students and please all families, including those who favor a more traditional approach to education with an emphasis on the arts.

Another of our beliefs at Franklin is that parents are an important part of the educational process. Parent involvement helps to promote student success. We are very fortunate to have a large number of parent volunteers. We always welcome any parent involvement at the school. Every day, parents can be found working as extra hands in classrooms, as help in the lunchroom, as chaperones for field trips, and even as organizers of special events. We are also very careful to have parent representation on our School Board as well as on any committees that are formed when needed (for example, our Technology Committee formed for the purpose of putting together our Technology Plan).

At Franklin Phonetic Primary School, we offer an after-school program via a 21st Century Community Learning Center grant. Our 21st CCLC program provides multiple opportunities for students to receive extra tutoring in academics along with courses in the arts and intramural sports. Via the 21st CCLC program, we pull in members of the community to assist as teachers for courses such as dance and guitar. The program also includes special interest classes such as Chess Club, Homework Club, and Motor Skills Class (a toned down version of Karate). Our sports program, funded partially through the 21st CCLC grant, has become a huge draw for students in our junior high.

Over 50% of our 400+ students are eligible for free-and-reduced lunch making us a Title I school. Many of these students are targeted for enrichment in our after-school 21st CCLC program. It was because of the neighborhood from which many of our students come and the busy lives of their families that we

applied for the 21st Century Community Learning Center grant that funds our after-school programming. With the help of these funds, we are able to keep our doors open until 6:00PM every evening giving all interested students a safe place to go after regular school hours.

When compared to other local schools, Franklin Phonetic Primary School serves a large population of Special Education Students. With approximately 19% of our student population receiving additional help via our Special Education Department, we proudly support and provide these needed services.

Franklin Phonetic Primary School has a steady record of achievement. We administer AIMS (Arizona's Instrument to Measure Standards) to our 3rd-8th grades every spring and continually score at high levels. We have been an Excelling School according to the Arizona Department of Education for many years and even before given the label of "Excelling" we were always a high achieving school. According to the ratings available at GreatSchools.com, Franklin Phonetic Primary School has the highest of ratings with a rating of 10.

Because of our continued high achievement and our popularity in the area, we are happy to say that we have recently signed an extension to our charter and we look forward to serving the children of our community for another 20 years.



### 1. Assessment Results:

Achievement data archived at the school (and accessed through the website above) indicates that Franklin Phonetic Primary School is a continually excelling school. Scores achieved on the Arizona Instrument to Measure Standards (AIMS) consistently place the school far above state norms in reading, mathematics, writing, and science. With percentile scores consistently ranging from the high 80s to an even 100, Franklin Phonetic School students have shown superior academic achievement from year to year.

State assessment data for Franklin Phonetic School can be found at:

<http://www.education.com/schoolfinder/us/arizona/prescott-valley/franklin-phonetic-primary-school/>

It is unclear why Terra Nova results are shown on this website as we do not administer the Terra Nova at Franklin Phonetic School. All students in grades 3rd through 8th are administered the AIMS test while 2nd graders are given the Stanford 10.

AIMS scores are delivered, each spring, both numerically and via ranking. According to AIMS, a student will either Exceed, Meet, Approach or Fall Far Below for any given skill assessed on the instrument.

Details pertaining to how these rankings are determined can be found at this address:

<https://www.azed.gov/ResearchPolicy/AIMSResults/>. We are happy to report that the majority of students at Franklin Phonetic Primary School consistently score at the Exceeds or Meets level while very few come in at Approach or Falls Far Below.

In recent years, we have seen slight fluctuation in scores. Most years, where change is noted, we see only a minor increase or decrease in scores, but a trend was noticed in the area of mathematics that we targeted after the 08-09 school year. Because of slightly lower AIMS results in math, especially at the 4th and 5th grade level, we made math a target area for improvement. Through a partnership with the Rodel Foundation and MAC-Ro mathematics curriculum, we have stepped up instruction in this area and have seen results in both student report card grades and in our most recent AIMS data.

At Franklin Phonetic School, we do have a large Special Education population. Each year, we have some students who qualify to take what is called the AIMS A – a specialized assessment given via the computer that was developed for extreme Special Education situations. At the same time, the majority of our Special Education students are required to take the same AIMS test that is given to the regular student population. While many of our students continually surprise us by achieving scores at the Meets or Exceeds level, some do, understandably, score at the Approaches level with very few coming in at Falls Far Below. Because it is primarily our Special Education students who, when held to the same standard as their regular education counterparts, come in at the lower levels on the AIMS test, we are pleased to be able to state that these students are continually receiving academic support and extra assistance via our Special Education programming.

The Arizona Department of Education (ADE) has deemed Franklin Phonetic Primary School as an “Excelling” school for the past several years ( “excelling” being the highest ranking possible). ADE uses AIMS results as its primary means for determining a school’s achievement ranking. Information pertaining to this process is found at this address: <http://azed.gov/pio/Press-Releases/2003/finalhistory.pdf>. As an Excelling school, one of our biggest obstacles is that “there is nowhere to go but down.” Being careful to maintain our high achievement and, thus, our top ranking while continuing to provide a top-notch education for all of our students is always one of our top priorities.

## **2. Using Assessment Results:**

At Franklin Phonetic School, we believe strongly in using achievement data as a means of driving instruction and assessing teacher and curricular effectiveness. We do this in a couple of different ways.

At the beginning of every school year, classroom teachers are given their prior year standardized assessment results (AIMS and Stanford 10). They are asked to go through the results and prepare a report to be given to administration detailing what they see as areas of strength and, most especially, areas of weakness. Teachers are asked to identify goals for themselves for the new school year that correlate with their testing results. Teachers are also asked to explain any unusual drops in achievement and/or any significant gaps. They are also responsible for making note of any individual students who may need to be targeted for additional testing or intervention of some kind. All of this information is submitted to administration in the form of a written report and, on many occasions, the school principal will schedule a time to meet with each teacher for the purpose of discussing their reports.

If curricular needs are discovered, changes are made. For example, during the 09-10 school year, Franklin Phonetic Primary School teamed up with the Rodel Foundation in an effort to boost math achievement. This partnership enabled us to bring in the MAC-Ro mathematics curriculum that we now use in our 3rd and 4th grade classrooms. This additional math instruction came as a result of math scores that fell slightly from one year to the next.

AIMS and Stanford 10 results are also used as a primary indicator of students who will be invited to attend free after-school tutoring provided by the school via our Title I and 21st CCLC grant programs. Students in Kindergarten and 1st grade, who do not participate in standardized testing, are evaluated using a criterion-referenced test called EESI (Education Evaluations Systems Instrument). EESI is administered twice per year as a means of monitoring progress. Additionally, Response to Intervention (RTI) probes are administered in every grade at multiple points during the school year. This allows us to monitor growth in both reading and math and to offer interventions to those in need.

## **3. Communicating Assessment Results:**

Franklin Phonetic School is careful to disseminate all assessment data and performance information to students and parents. When state testing results are delivered each summer, student data is sent to each individual family so that they might be able to review achievement and progress for each school year. We also make sure families are kept up to date on day to day progress for each student. Progress reports are sent home at the midpoint of every grading period with report cards going home at the close of each period. This ensures that parents are receiving reports every 4-5 weeks and that there are no surprises when official report cards do go home. At the same time, in our junior high and in our 5th grade, parents are given access to the PASS system which enables teachers to upload day to day grades onto a website where parents can view and monitor progress. Grades, missing assignments, and overall daily progress are reported to families via this PASS system.

Parent-Teacher communication is very important. Parents are invited (and even encouraged) to have a presence on our campus. Teachers are always available to speak with parents via phone or in person. Weekly newsletters are sent home detailing upcoming events, classroom objectives to be covered in the coming weeks, important assignments, and other important information. Parent-Teacher conferences are held twice per year and, though voluntary on the part of the parents, are highly encouraged. Those parents who opt out of conferencing are called via telephone just to ensure that contact is made.

In our Special Education Department, meetings are held with parents anytime a change is made to a student IEP or whenever something arises that needs to be discussed. Progress reports are also sent out from Special Education to coincide with those sent from regular classroom teachers.

Because we are an Excelling school, we are pleased to be able to advertise this status in our community via radio addresses, newspaper advertisements, and even public appearances. Achievement data for our

school is posted on the Arizona Department of Education among other sites on the Internet and, as questions arise, we are always careful to answer and explain our data.

#### **4. Sharing Lessons Learned:**

Because we are a charter school, Franklin Phonetic School is its own district. There are, however, several other schools in the immediate area with which we gladly share information.

One of our school's founders, Mrs. Cindy Franklin, has created an entire phonics curriculum that is used in conjunction with the Spalding Method in our elementary classrooms. This program, Fun With Phonograms, has proven to be quite effective and has helped our students to achieve at the high levels that they do. It is a program that has been introduced to other educators in the area and statewide at conferences given by Mrs. Franklin. It is also available for use at other schools for a nominal fee that goes toward the cost of publication and printing.

As a charter school, we belong to the Arizona Charter Schools Association and the Yavapai County Charter School Association. Membership in both organizations allows us to network with other charter schools in the county and state for the purpose of sharing successes and brainstorming solutions to difficulties. In some cases, we are even able to pool resources. In addition to these associations, as a recipient of a 21st Century Community Learning Center Grant, we are active at the state level in networking with other schools that also participate in the grant program.

One of the other ways in which Franklin School shares with other schools in the area is that we have, on a couple of occasions, allowed our teachers to help at the local public high school after their daily obligations have been met at Franklin. For example, when the local district band director fell ill and a replacement could not be found, our school's band director lead the high school marching band in competition during the marching season. Currently, one of our athletic coaches is helping as a soccer coach for the high school's junior varsity team.

## 1. Curriculum:

At Franklin Phonetic School, we are very focused on providing research-based curriculum with high standards for achievement. As a traditional school, we emphasize a “back to basics” approach with time-on-task expectations in every classroom. Our approach is also multi-sensory with students reading, writing, and speaking as a means of providing instruction that appeals to all types of learners.

**Reading and Math:** Our foundational curriculum is centered around the Spalding Method of reading instruction which is a phonics based program that carries over into all of the language arts. In the elementary grades, all of our spelling curriculum is pulled from the Spalding Program. Reading and language arts are also centered upon the Spalding Program with teachers given the room to supplement and extend learning with materials they bring in or create themselves. At the junior high level, we focus on reading and language development from two different angles. Junior high students all attend English classes daily as well as a concentrated Reading Comprehension class that focuses on comprehension skills and building vocabulary.

For mathematics, we use Saxon Math across all grades. Several of our eighth grade students are able to test into pre-algebra, as well, as a means of preparing them for high school.

**Science and Social Studies:** Our science and social studies curriculum is largely teacher created at each grade level. With state standards as a guide, teachers are asked to map out their science and social studies curriculum (along with all other subject areas) each year prior to the beginning of school. As standards are revised or changed, teachers go back to update their timeline/maps. At the junior high level, teachers in both our science and social studies departments are highly qualified in their subject area.

**Visual and Performing Arts:** Franklin Phonetic School places a lot of emphasis on the arts. Though only a K-8 grade school, we develop and showcase four bands and three choirs every school year (beginning band, intermediate band, concert band, jazz band, junior high choir, 4th-5th grade choir, and honor choir). As a school, we participate in many local parades and competitions as a means of showcasing our bands in the community. Music classes are provided to all students from kindergarten through the 8th grade. We also have a well-developed art program with experienced art teachers. Visual arts classes include basic art appreciation, woodshop, ceramics, and video production. Art classes are provided to all students from kindergarten through the 8th grade.

In addition to musical and visual arts, our 4th grade classes participate in an opera development program every spring. Through this program, 4th grade students come together to write, develop, and perform their own opera. Classes are guided through the process of developing the theme, creating the script, building the sets, writing the score, and performing the opera to the whole school. Through the process, students also learn to manage technical equipment (such as lighting and sound), advertise their program around the campus, and direct the action.

Finally, we also have a well-developed drama program. Our drama teacher is well known in the surrounding community for her dramatic productions that are featured in miscellaneous venues around town. Our drama program puts on a production showcasing every individual grade each school year.

**Physical Education and Health:** Physical education is a newer emphasis at our school. While we have always provided basic PE classes to all of our students, with the help of a Carol Wright grant, we have really stepped up our approach to physical education. We have been able to introduce programs such as Brain Gym as a means of keeping students active even when not at recess or in PE class. We also have a solid sports department with teams of students competing against other schools in football, volleyball, basketball, cross country, and soccer.

Health is a focus in our 6th grade curriculum. All 6th graders are enrolled in health classes. We have just recently signed on to use a new computer-based health curriculum called HealthTeacher.com. This program is provided to use via the local hospital and we are excited to see it implemented. Nutrition is a focus in the health classes as well as around school. Posters are placed around our campus advertising milk and other good eating habits.

**Foreign Language:** At Franklin Phonetic School, we believe that foreign language instruction is an important part of education for all students. We provide weekly Spanish classes to all of our students from kindergarten through 8th grade. In the junior high grades, Spanish is treated as a core class and all junior high students are required to participate. We are blessed to have a fabulous Spanish teacher, a native of Mexico with teaching experience at all levels including college. Her experience has brought our Spanish program to a whole new level.

## **2. Reading/English:**

After using and examining many reading programs, our board members have found the Spalding Method to be the most effective. All of our teachers are trained and certified as Spalding teachers. The Spalding Method operates by teaching children 70 letter/sound combinations called phonograms. These phonograms are drilled in class every day. Children can use Spalding's single and multi-letter combinations to decode most common words. Spelling and English are included in the program. Children are taught spelling skills by working with the Ayres list which was developed to include the most commonly used words in the written English language. Because of this, even those children who do not respond to intensive phonics instruction will get a chance to develop a sight-word vocabulary. In addition, the program is multi-sensory with children seeing, reading, and speaking the sounds and words enabling us to reach out to all types of learners. Skills are never used in isolation and children begin blending letters to read and write words almost from the very start.

In order to make the Spalding Method especially appealing to younger students, we also use the "Fun With Phonograms" program that was developed by one of the school's co-founders. This program, which is published and available for purchase by other schools, includes songs, stories, videos, and elementary activities that bring reading and spelling alive for students. This combination of Spalding and Fun with Phonograms has been shown to improve student achievement. Achievement comparison data can be seen at: <http://franklinphonetic.com/Appendices.htm>.

At Franklin School, we are very proactive when it comes to struggling readers. We offer before and after school tutoring for those in need of extended instruction. Children are targeted for tutoring services based on teacher observation, prior year test scores, and basic classroom performance. RTI (Response to Intervention) probes are also used to establish and monitor benchmarks for the purpose of identifying those students who may be struggling. We have also adopted a philosophy requiring that students be reading independently before they are promoted from first to second grade. We believe that reading is a fundamental and foundational skill that determines the future progress of all students across all subject areas and that this foundation must be solidified before students are moved on.

## **3. Mathematics:**

At Franklin School, our math program is based upon state standards in mathematics instruction. Teachers are required to map out their math instruction for the school year with state standards in mind. Saxon Math is used as a primary source of math curriculum. Saxon is a complete math program with daily drills and worksheets accompanied by scripted math activities for teacher's to pull into their math instruction. Mixed-practice is one of the highlights of Saxon's program which enables teachers to teach new concepts and continually review past skills in every day instruction. According to the Saxon Program, "Saxon's unique pedagogical approach-based on instruction, practice, and assessment distributed across grade levels-incorporates more than 25 years of research and classroom experience" ([http://saxonpublishers.hmhco.com/en/sxnm\\_about.htm](http://saxonpublishers.hmhco.com/en/sxnm_about.htm)).

In addition to Saxon Math, elementary teachers are encouraged to supplement and pull in additional activities that help to target state standards. Teacher-selected and teacher-created materials are often used to extend and reinforce learning.

Another exciting program that we have recently introduced at Franklin School is the Rodel Mac-Ro program. Through Rodel, we are able to bring additional drill and practice in our third and fourth grade classes. Rodel provides incentives to students in the program with small rewards and class trips. We have seen achievement go up slightly as a result of this new program.

In our junior high program, students are placed in math classes according to their abilities. We offer the standard 6th, 7th, and 8th grade math classes along with IE (special education) classes for students with IEP's stating a need for additional math assistance. Our 8th grade students are also given the opportunity to test into an algebra class which, if successfully passed, is the equivalent of a high school algebra course.

Just as in our reading program, we are careful to target struggling students for assistance in math. Before and after school tutoring classes for those students who need the extra help. Students are selected for these extra classes based on teacher observation, prior year's test results, and basic classroom performance. RTI (Response to Intervention) probes are also used to establish and monitor benchmarks for the purpose of identifying those students who may be struggling.

#### **4. Additional Curriculum Area:**

The social studies program at Franklin School is based on state standards. We believe that social studies is a core area of development for all students as it is the study of how people interact with society. From the very beginning, students are guided toward the goal of becoming productive members of society. In the elementary grades, we use the MacMillan social studies program along with Steck-Vaughn's Maps and Globes curriculum. Patriotism is emphasized with the memorizing of all 50 states along with a daily flag salute and patriotic song.

The social studies program is especially emphasized in the junior high grades. With state standards as the guide, students in our 6th -8th grade classes are provided with instruction and activities designed specifically to emphasize core fundamentals and build social character.

The following is an example of one of the activities in our junior high social studies department. This activity was created for the purpose of helping students develop an understanding of Free Enterprise and Small Business development. Students are instructed in the process of filling out job applications, interviewing for a position, and completing post-hire paperwork. They are taught about taxes and withholding as well. As a culminating activity, students hold a mock-interview with their teacher (a former restaurant manager) in front of the class. They dress the part and answer questions taken directly from real interviews.

We have an active Student Council in our junior high department, as well. Our Student Council is active in organizing school wide events, raising money for school activities, and planning an end-of-year carnival for the entire school. In addition to our Student Council, our junior high students have participated in a mock trial program for which roles are assigned and a former police officer is invited from the community to come and "preside" as the judge.

#### **5. Instructional Methods:**

People who have examined our charter application have classified our school as a Traditional Model School. We place heavy focus on time-on-task instruction in a traditional classroom setting. All of our teachers and paraprofessionals are trained in both the Spalding Method (which relies heavily on the traditional classroom environment) and Assertive Discipline.

We do have a relatively large Special Education population at Franklin School. Because of this, we are very careful to provide the extra services to each of the students requiring the help. We have a well-trained staff in the Special Education Department allowing us a low teacher/student ratio in all of our Special Education classes and in our pull-outs. Regular classroom teachers have been trained and instructed in methods of identifying students who may need testing for Special Education services. Regular classroom teachers are also trained in providing additional services in the classroom to those students with IEPs.

We also have an active Gifted Education Department. Those students who are identified by their teachers as exceeding standards are referred to the Gifted Education Department for testing. Those who qualify are usually accelerated in those subject areas for which they are found to be excelling. Junior high students in the Gifted Program also meet with a certified Gifted Education teacher twice a week for accelerated practice and extra training in critical thinking and advanced problem solving.

Though we do have a certified English Language Learner teacher on our campus and an established department for ELL, we have never had more than a few ELL students at any one time. ELL students are provided with the extended language training and exposure as required by the Arizona Department of Education and are tutored by our ELL teacher as needed.

Another service we offer to our students is our summer school program. Because of our 21st Century Community Learning Center grant, we are able to operate a 4-week summer learning program with classes in core subjects as well as music and art. During the summer program, we also offer a “Jumpstart to Kindergarten” class for interested incoming kindergartners that is designed to help them assimilate into the school process.

## **6. Professional Development:**

When planning professional development activities for the school staff, the state standards are continually reviewed. This review provides guidance for any areas of staff development that may need improving or refining. Recommendations are made for staff development by a community of stakeholders including administrators, regular education teachers, special education teachers, fine arts teachers, and reading specialists. Staff development opportunities offered both locally and at the state level are utilized as a means of keeping teachers and administrators current in their certifications and in their knowledge of 21st Century instructional methods and educational management.

While new teachers are automatically provided training in the Spalding Method and Fun with Phonogram curriculum, the basic cohort of staff development for all staff includes training in the use of technology in the classroom and six trait writing elements. Classroom management in the form of Assertive Discipline and Crisis Prevention/Intervention as well as organizational techniques including adapting curriculum for special needs students are a regular part of the yearly in-service instruction. This insures that all teachers on the campus are following common goals and procedures that have been proven to positively impact student achievement. While new innovations and ideas about teaching are constantly evaluated and incorporated, care is taken so that staff development does not follow transitory “fads” or unsubstantiated practice.

In addition to group training, suggestions for staff development are also obtained from the annual merit-pay individual teacher meetings and evaluations. When analyzing their current and past year’s performance, many teachers are able to identify areas in which they could benefit from support and further instruction. Suggestions and requests for training are taken and opportunities are explored for meeting these requests. In addition, principals and other administrators are continually taking advantage of training and further education. Often presentations resulting from these endeavors are presented at the weekly staff work sessions. This translates into a culture where learning is valued.

## **7. School Leadership:**

Much of the school's operating structure and organization is prescribed by the school's charter. This document was created by a group of educators along with parental input. The governing board of the school includes staff, parents, administration as well as corporate board members. The principal serves as the school's academic leader. She is responsible for consistently observing classrooms and helping teachers with any problems that they face in their everyday pedagogy. Insuring that established school policies are followed and providing support and remediation where it is necessary are key elements that have kept the school running effectively for the past fifteen years.

In addition to strong principal leadership, the roles of vice principal are also vital. In times where the principal is absent, highly qualified administration is always present on campus. Continual communication by all stakeholders insures that decisions and directives have been reviewed for sound educational practice.

Student progress reports, quarterly tests, report cards, student and class writing samples, and other achievement indicators such as Response to Intervention probes, are reviewed by the principal so that suggestions and assistance can be provided for class-wide improvement or individual remediation. In addition to functioning as curriculum leaders, administrative staff, including the principal, superintendent, and vice-principals, strive to maintain a visible presence in the everyday culture of the school. For example, administrators make a special effort to attend student performances at sports events, concerts and plays, as well as assisting at academic and musical competitions. This involvement demonstrates to students that even their extracurricular efforts are valuable and appreciated. Administrators can frequently be observed watching playgrounds, transporting and accompanying classes of field trips and even substituting or visiting classes for guest lectures.

The Franklin Phonetic School Board meets once per month in order to review progress, discuss school related issues, and initiate changes where needed. This is an important element of the cohesive structure of administration set in place to govern and manage the school.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	98	95	99	95	98
Exceeds	71	67	54	27	29
Number of students tested	45	43	50	44	35
Percent of total students tested	100	98	100	100	88
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups included in this form (with the exception of Free/Reduced Lunch) contain more than 10 students, data for these subgroups has not be included. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Arizona's Instrument to Measure Standards

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	100	91	100	100	100
Exceeds	23	49	42	26	23
Number of students tested	45	43	50	42	35
Percent of total students tested	100	98	100	100	88
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups on this form (with the exception of Free/Reduced Lunch) contain numbers over 10, they have not been included in this report. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	87	87	94	91	90
Exceeds	47	54	46	27	44
Number of students tested	45	52	50	33	39
Percent of total students tested	100	98	98	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups included in this form (with the exception of Free/Reduced Lunch) contain more than 10 students, data for these subgroups has not be included. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	96	88	92	88	92
Exceeds	33	19	8	16	15
Number of students tested	46	52	50	32	39
Percent of total students tested	100	98	98	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups on this form (with the exception of Free/Reduced Lunch) contain numbers over 10, they have not been included in this report. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	80	89	91	95	96
Exceeds	42	39	25	33	21
Number of students tested	45	44	32	39	28
Percent of total students tested	100	98	98	100	90
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups included in this form (with the exception of Free/Reduced Lunch) contain more than 10 students, data for these subgroups has not be included. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	89	82	84	91	93
Exceeds	9	20	6	12	15
Number of students tested	45	44	32	42	27
Percent of total students tested	100	100	97	100	87
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups on this form (with the exception of Free/Reduced Lunch) contain numbers over 10, they have not been included in this report. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	86	90	95	95	87
Exceeds	34	32	40	20	30
Number of students tested	44	31	40	20	30
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups included in this form (with the exception of Free/Reduced Lunch) contain more than 10 students, data for these subgroups has not be included. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	93	90	85	96	90
Exceeds	7	0	10	5	0
Number of students tested	44	31	40	22	29
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups on this form (with the exception of Free/Reduced Lunch) contain numbers over 10, they have not been included in this report. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	81	98	70	93	94
Exceeds	27	45	7	31	50
Number of students tested	26	42	27	29	16
Percent of total students tested	100	100	97	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups included in this form (with the exception of Free/Reduced Lunch) contain more than 10 students, data for these subgroups has not be included. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	100	88	81	91	87
Exceeds	8	14	8	18	7
Number of students tested	26	42	26	33	15
Percent of total students tested	100	100	93	100	88
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups on this form (with the exception of Free/Reduced Lunch) contain numbers over 10, they have not been included in this report. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	83	72	68	100	85
Exceeds	27	14	12	60	14
Number of students tested	41	29	34	15	14
Percent of total students tested	100	100	100	100	88
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups included in this form (with the exception of Free/Reduced Lunch) contain more than 10 students, data for these subgroups has not be included. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: AIMS

Edition/Publication Year: 10/09/08/07/06 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	93	86	82	89	80
Exceeds	17	7	6	17	13
Number of students tested	41	29	34	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Because none of the subgroups on this form (with the exception of Free/Reduced Lunch) contain numbers over 10, they have not been included in this report. Disaggregated Free/Reduced Lunch data could not be located.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	86	89	86	95	92
Exceeds	43	44	31	33	31
Number of students tested	246	241	233	180	162
Percent of total students tested	100	99	99	100	92
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	84	85	86	94	90
Exceeds	40	43	27	34	31
Number of students tested	135	120	84	76	60
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds		93	91		100
Exceeds		43	29		28
Number of students tested		32	34		14
<b>4. Special Education Students</b>					
Meets plus Exceeds		60	61		82
Exceeds		12	10		14
Number of students tested		47	59		35
<b>5. English Language Learner Students</b>					
Meets plus Exceeds		100			
Exceeds		0			
Number of students tested		4			
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Disaggregated demographic data was not received for the 09-10 school year. Disaggregated demographic data could not be located for the 06-07 school year. Free/Reduced Lunch data was not reported in our AIMS results and, therefore, had to be figured based on school records of Free/Reduced student counts compared with AIMS data (leaving some margin of error). SPED numbers refer to those students on IEPs. Students serviced via 504 plans were not reported as a part of SPED. All of the figures above are percentages except where actual numbers are requested.					

11AZ2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	95	88	87	93	89
Exceeds	17	20	13	16	12
Number of students tested	246	241	232	189	160
Percent of total students tested	100	99	98	100	92
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	94	85	85	90	91
Exceeds	17	17	13	15	14
Number of students tested	135	120	83	76	60
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds		81	90		100
Exceeds		12	16		15
Number of students tested		32	31		13
<b>4. Special Education Students</b>					
Meets plus Exceeds		60	66		71
Exceeds		4	5		10
Number of students tested		45	58		31
<b>5. English Language Learner Students</b>					
Meets plus Exceeds		25			
Exceeds		0			
Number of students tested		4			
<b>6.</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Disaggregated demographic data was not received for the 09-10 school year. Disaggregated demographic data could not be located for the 06-07 school year. Free/Reduced Lunch data was not reported in our AIMS results and, therefore, had to be figured based on school records of Free/Reduced student counts compared with AIMS data (leaving some margin of error). SPED numbers refer to those students on IEPs. Students serviced via 504 plans were not reported as a part of SPED. All of the figures above are percentages except where actual numbers are requested.					

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